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IPLI Powerpoint Presentation Script

Good morning everyone. I would like to welcome you to my powerpoint presentation entitled "Portrait of an Adams Central Teacher." It is with great pride that I share with you my findings today in relation to my action research project that took place during year two of my IPLI experience.

My action research inquiry actually began as a result of numerous discussions that took place during the 2019-20 school year as Adams Central Community Schools embarked upon a project entitled "Portrait of an Adams Central Graduate." This project was spearheaded by a couple of administrators within ACCS to identify what characteristics every graduate of ACCS should embody. As a result of multiple surveys, discussions, and classroom observations, a poster was created to be hung in all parts of the building to emphasize these graduate characteristics. As an offshoot of this project, other discussions took place asking essentially the same question many times over. What does a highly effective teacher at Adams Central look like?

Adams Central is located in Monroe, Indiana and is considered a rural district. Pre-K through 12th graders all occupy the same building making AC a very unique school district. Enrollment is approximately 1350 students. Because of the small size and unique characteristics of the district, Adams Central is a very tradition rich place to be with a great amount of school pride that permeates life in many ways throughout the small town of Monroe. Speaking for myself, a third generation Jet who now has grandkids enrolled at the school, many families throughout the district are embarking on sending their 4th and 5th generations to Adams Central. In fact, many students leave the small confines of Monroe to further their education and end up back in the area because they want their children to attend AC. Over half of the classroom teachers at Adams Central are AC graduates and when you factor in other staff at the school such as paraprofessionals, administrative assistants, custodians and maintenance along with others, that numbers grows substantially. New teachers to the district are familiar with Adams Central's great reputation as a school, but often times have numerous questions pertaining to the culture and expectations placed on them by various stakeholders. Because of this, I helped create a guidebook for new teachers to AC last year as a part of my IPLI experience in year one.

This year's action research project continues many of the same discussions that have taken place over the last two years and culminates into the Portrait of an Adams Central Teacher. Four stakeholder groups were identified to be surveyed by my team which includes members Mrs. Katie Isch, current MS principal, and Mrs. Krista Jauregui, HS English teacher. The four groups included the following: Parents, students, teachers, and local employers.

It was decided to create surveys to extract the information needed from all stakeholders and help shape the portrait of an Adams Central teacher. After the surveys were sent out and the results were being tabulated, we could see a stark difference in what the parents, students, and employers thought a highly effective teacher was in comparison to what the AC teachers thought. This difference, coupled with our study of Marzano's High Reliability Schools research, led our team to focus on teacher instructional practices.

Before I go further, I do want to address one item. We found a lot of value in the feedback that came from parents, students, and local employers. In fact, there was a correlation between many of the items that came from this group to the instructional practices

identified by teachers that make up a highly effective teacher. This is when, as a group, we decided to focus on the teacher feedback of instructional practices to help shape future teachers at Adams Central and to help drive professional development, along with modifying the new teacher's guidebook.

The characteristics identified by the parents, students, and employers group of great ACCS teachers were the following: be a caring individual who treats students fairly, knowledgeable about their craft, assign an appropriate amount of homework, be a good communicator who sets clear expectations of their students, and work on employability skills that a student will need throughout life.

The teacher survey identified the following group of instructional practices that all teachers should employ with an emphasis on the following: demonstrating intensity and enthusiasm, establishing rules and procedures, noticing and reacting when students are not engaged, motivating and inspiring students, using verbal and nonverbal behaviors that indicate affection for students and understanding students' backgrounds and interests.

Once the results were recorded, as I stated earlier, there definitely was a correlation between the two groups but a stark difference in the language spoken. Our community wants teachers to come into AC and be a part of our students' lives both in and out of the classroom. Teachers who also coach a sport are highly valued individuals amongst community members as the enthusiasm a teacher demonstrates in the classroom is often matched on the floor or field. Many of our teachers have ties to employers in the local area for various reasons so establishing rules and procedures is something that all of us work on to help with compliance later on in life in the work setting. With AC being a rural district and many students and staff members being raised in a farm setting, hard work is valued at a high level and keeping a young person engaged is a high priority. This is where the teacher-coach comes into play of motivating and inspiring a student-athlete. Since many teachers are from the area it is often important to know the students' backgrounds and what their interests are to help them plan for a future after high school.

Teachers at Adams Central emphasized using engagement strategies to motivate their students to learn and to make sure that students have the buy-in necessary to excel in the classroom. This last piece of information makes its way into teacher evaluations as administrators look for high levels of student engagement while visiting classrooms.

When all of this information is disseminated and studied by teachers and administration, this will most definitely help shape future conversations along with professional development that will ultimately produce a highly effective teacher that can impact the students of Adams Central.